

Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Franklin City Public Schools

Key Indicators are shown in **RED**.

District Context and Support for School Improvement			
Improving the school within the framework of district support			
Indicator	IA13 - The district works with the school to provide early and intensive intervention for students not making progress. (13)		
Status	Tasks Completed: 1 of 13 (8%)		
	Level of Development:	Initial: Limited Development 01/06/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>NOTE: Division indicator IA13 references school indicator TA03 for Focus and Warned schools. S. P. Morton Elementary is the Focus School and Franklin High School is the Warned school.</p> <p>Division developed benchmarks are given each grading period. Data from benchmarks are analyzed by Instructional Teams in each school. Assessment team meetings are held to establish plans for instructional needs, and provision of special services to identified students. Monthly Triage data are analyzed at the monthly Division Leadership Team meetings and administrators develop individualized intervention plans to assist students who trigger in academics, behavior, and attendance. These plans are sent to Central Office before for recordkeeping. Quarterly data are uploaded in Datacation to assist school administrators with determining intervention needs of all students, focusing on Proficiency GAP groups 1, 2, and 3.</p> <p>Title I funds are allocated to purchased iStation at S. P. Morton Elementary School. Funds from 21st Century Community Learning Center grant pay afterschool tutors at</p>	

		Franklin High School. Project Graduation funds assist with Saturday SOL Academies, as well as with afterschool tutoring. Data from these programs are used to monitor students' progress.
Plan	Assigned to:	Kelley Conaway
	Added:	01/13/2013
	How it will look when fully met:	Teachers will employ best practices in influencing student engagement and implementing differentiated instruction. Teachers will use assessments that are aligned with the rigor of the new Standards of Learning. Instructional delivery and student assessments will be better aligned to meet the demands of the new Standards of Learning. Students will be tiered in Datacation and data will be used to monitor students' progress. ARDT will be the monitoring tool for students in math in grade 5, although the elementary school is not a Focus school based on math scores. As funds become available, a state approved tiered intervention/monitoring model in math will be purchased and implemented at Franklin High School, the Warned school. Additionally, the current level description listed above will be in operation.
	Target Date:	09/03/2013
	Tasks:	
	1. Kelley Conaway will contact VDOE to obtain a list of the state approved math intervention programs.	
	Assigned to:	Kelley Conaway
	Target Completion Date:	02/01/2013
	Comments:	Warned School Janice Garland with the Virginia Department of Education responded to my email saying that an approved intervention list does not exist. She sent me the contact information for Ten Marks Math, an intervention program that VDOE is piloting with middle school. This online program has high school content in Algebra I and II and Geometry.
	Task Completed:	02/01/2013
	2. The District will support FHS School Leadership Team and the Math Instructional Team in determining a math approved program appropriate for Franklin High School's students.	
	Assigned to:	Travis Felts and Kelley Conaway
	Target Completion Date:	03/31/2013
	Comments:	Warned School (updated 2/28/13) Members of the Division Leadership Team had a teleconference with members of the VDOE Team on 2/27/13. From this meeting, it was determined that FHS needed a research-based program and it could be a program developed in-house using research-based strategies. The school principal is investigating this idea.
	3. Central Office staff will contact vendors and set up meeting times for selected intervention models to be demonstrated for the Leadership and Math Instructional Teams at FHS.	
	Assigned to:	Kelley Conaway
	Target Completion Date:	02/28/2013

		Comments:	Warned School (updated on 2/11/13) Kelley Conaway emailed Ten Marks Math on 02/08/2013 requesting pricing information. She has not gotten a response at this time. (updated on 2/28/13) On 2/10/13, Kelley Conaway received an email from Rohit Agarwal with Ten Marks Math stating pricing information. The cost per student is \$18.00.
	4. Central Office staff will purchase the intervention model and set up professional development opportunities for teachers to be trained on using the model prior to the 2013-2014 school year.		
		Assigned to:	Kelley Conaway
		Target Completion Date:	07/31/2013
		Comments:	Warned School
	5. The Technology Department will oversee the set up/installation of the new program by August 15, 2013.		
		Assigned to:	Michael Melton
		Target Completion Date:	08/15/2013
		Comments:	Warned School
	6. During pre-service days, August 19-30, 2013, Central Office will facilitate professional development for FHS math teachers to learn how to use and implement the new intervention model.		
		Assigned to:	Kelley Conaway
		Target Completion Date:	08/31/2013
		Comments:	Warned School
	7. Central Office will support Travis Felts, FHS Principal, and the Building Level Lead Teacher in monitoring the implementation and use of the new intervention model.		
		Assigned to:	Travis Felts
		Target Completion Date:	06/30/2015
		Comments:	Warned School
	8. By January 31, 2013, the Central Office Data Manager will group students by tiers in DataCation.		
		Assigned to:	Kelley Conaway; Margaret Lewis
		Target Completion Date:	01/31/2013
		Comments:	Warned and Focus Schools (updated 2/11/13) Dr. Marice Minor, the Division Coordinator of testing is in the process of assigning students to tiered groups in DataCation. She has more experience with the DataCation than the Data Manager. She is currently having a problem with the data upload; therefore, the Data Manager is working to correct the data upload problem.
	9. The Interim Director of Instruction and School Administration will review ARDT reports analyzed weekly by the math 5 teachers. The teachers will determine appropriate lessons within a given strand to assign to students and determine areas of targeted instruction.		
		Assigned to:	Debbie Harris Rollins; Jametha Ruffin
		Target Completion Date:	06/30/2013

		Comments:	Focus School
		10. By May 15, 2013, the Virginia Department of Education will provide professional development on meeting the rigor demands of the revised Standards of Learning in English and Math to the faculty and staff of S. P. Morton Elementary School and Franklin High School.	
		Assigned to:	Kelley Conaway
		Target Completion Date:	05/15/2013
		Comments:	<p>Warned and Focus Schools (updated on 2/11/13) Kelley Conaway talked to Mr. Michael Hill from the Virginia Department of Education. He stated that Dr. Jane Baskerville will assist the Division in the area of English. He referenced the Teacher Direct website for math assistance. I stated that the Division has trained using Teacher Direct, but more help is needed in the area of math. He said he understood me. My understanding is that he is going to get back with me at a later date in reference to math.</p> <p>(updated on 2/28/13) Members of the Division Leadership Team engaged in two teleconferences with staff from VDOE to discuss mathematics concerns throughout the Division. On the first teleconference, Mr. Michael Bolling conducted an information gathering session. On the second teleconference, he provided feedback, including recommendations for FCPS to investigate and possibly implement. A next step is for Kelley Conaway to contact local school division who are experiencing like or similar mathematics problems and organization a mathematics professional development session where VDOE will lead for the area divisions.</p>
		11. By May 15, 2013, the Virginia Department of Education will provide professional development on influencing learner engagement and designing and implementing differentiated instruction to the faculty and staff of S. P. Morton Elementary School and Franklin High School.	
		Assigned to:	Kelley Conaway
		Target Completion Date:	05/15/2013
		Comments:	<p>Warned and Focus Schools Kelley Conaway talked to Mr. Michael Hill from the Virginia Department of Education. He stated that Dr. Jane Baskerville will assist the Division in the area of English. He referenced the Teacher Direct website for math assistance. I stated that the Division has trained using Teacher Direct, but more help is needed in the area of math. He said he understood me. My understanding is that he is going to get back with me at a later date in reference to math.</p>
		12. By May 15, 2013, the Interim Director of Instruction will assist building administration in monitoring intervention practices to insure that content, essential skills, and rigor are aligned with current SOL.	
		Assigned to:	Kelley Conaway, Travis Felts, Jason Chandler, Lisa
		Target Completion Date:	05/15/2013
		Comments:	
		13. Students in grades 5-8 who failed the previous year's SOL test, are in the Special Education program, or are an ELL student (Tiers 2 and 3) will take the ARDT before March 29 as inventory will allow. Preference will be given to students in grade 5.	

		Assigned to:	M-L Cruey, Jamie Brinkley, Debbie Harris Rollins,
		Target Completion Date:	03/29/2013
		Comments:	
Implement	Percent Task Complete:	1 of 13 (8%)	

March 27, 2013

District Context and Support for School Improvement

Taking the change process into account

Indicator	IB07 - The district ensures that school improvement initiatives include research-based, field-proven programs, practices, and models. (22)		
Status	Tasks Completed: 1 of 8 (12%)		
	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>NOTE: Division indicator IB07 references school indicator TA02 for Warned and Focus Schools. S. P. Morton Elementary is the Focus school and Franklin High School is the Warned school.</p> <p>The University of Virginia(UVA) has been hired to use research-based programs and strategies to assist the district's elementary school by mentoring new teachers and working closely with several veteran teachers to improve their professional practice. UVA will also help create a freshman seminar course for Franklin High School based on the School Connect program and ideas from the School Leadership Team at Franklin High School. The purpose of this course will be to improve the school's graduation rate. The elementary school's teachers and the Reading Specialist analyze weekly data reports from iStation to determine interventions for students in grades K-5. Leveled Literacy Intervention is used to teach students to become readers on or above their grade level. To aid in improving Reading SOL scores, a new reading series based on the new Reading standards, was purchased at all schools in the district. The district's high school does not have a research-based intervention model to help with improving its math program. Currently, the high school has placed students in tiers based on one or more grades of D or F and failing one or more SOL tests over a period of two years.</p>	
Plan	Assigned to:	Kelley Conaway	
	Added:	01/14/2013	
	How it will look when fully met:	Franklin High School's faculty will implement the freshman seminar course that was developed using a research-based program. This course will be a factor in improving graduation	

		rate in the warned school. The elementary school's teachers and the Reading Specialist will continue to analyze weekly data reports from iStation to determine interventions for students in grades K-5 of the Focus School. Leveled Literacy Intervention will continue to be used to teach students to become readers on or above their grade level. To aid in improving Reading SOL scores, a new reading series, based on the new Reading standards, will be used effectively by all teachers. The district's high school will have a research-based intervention model to identify and tier students. It will also assist in improving the warned school's math program.
	Target Date:	09/03/2013
	Tasks:	
	1. An initial meeting between the School Leadership Team and UVA will be held on January 11, 2013, in the FHS library to discuss the make-up and content of the freshman seminar course.	
	Assigned to:	Travis Felts
	Target Completion Date:	09/03/2013
	Comments:	Warned School The Franklin High School's School Leadership Team met with UVA on January 11, 2013 to discuss the make-up of the freshman seminar course. The Team provided UVA representatives with content information for the new freshman seminar course.
	Task Completed:	01/11/2013
	2. UVA will use ideas generated from the FHS School Leadership Team and the School Connect program to develop the curriculum for the freshman seminar course by September 03, 2013.	
	Assigned to:	Travis Felts, Donna Carr, Sonja Claud, LeeAnn ODel
	Target Completion Date:	09/03/2013
	Comments:	Warned School
	3. The math instructional team will review the DOE approved list of research-based intervention models and Heather Eckman, Math Department Chair, will make recommendations to the School Leadership Team. Kelley Conaway will arrange for math vendors to conduct math intervention model presentations/or send information to the FHS School Leadership Team to examine by March 31, 2013.	
	Assigned to:	Jason Chandler; Kelley Conaway
	Target Completion Date:	03/31/2013
	Comments:	Warned School (updated 2/11/13) Janice Garland with the Virginia Department of Education stated that a VDOE approved list did not exist. Kelley Conaway has contacted Ten Marks Math through email for pricing information. (updated 2/28/13) Via teleconference on 2/27/13, VDOE stated that Franklin High School is not required to purchase a tiered intervention mathematics product. The school can develop its own intervention model using research-based strategies for tiers 2 and 3 students. The principal is investigating this model.

		4. Michelle Belle, Travis Felts, and Kelley Conaway will secure funding to purchase a tiered research-based math intervention model for Franklin High School, the school in warning.
		Assigned to: Kelley Conaway
		Target Completion Date: 08/31/2013
		Comments: Warned School
		5. The Interim Director of Instruction will prescribe and monitor school use of VDOE resources cited in Teacher Direct, the SOL Library, and other resources posted at the VDOE website to support school improvement and decrease proficiency gaps. Monitoring is to be documented in minutes posted in Indistar. Between January 31 and May 15, 2013, the topics to be reviewed by teachers and the building administrators include (a) Department of Education Resources to Support the SOL, (b) The Meaning of Rigor in Virginia's SOL, and (c) Effective Teaching Strategies to Support Rigor.
		Assigned to: Kelley Conaway, Travis Felts, Lisa Francis, Debbie
		Target Completion Date: 05/15/2013
		Comments: (updated 2/28/13) Each school in the Division has documented that all teaching staff and administrators have subscribed to TeacherDirect. Each school has also documented that all mathematics and English teachers have viewed the video "Department of Education Resources to Support the SOL" and have recorded "Look Fors" to be used during lesson plan review and during formal and informal teacher observations.
		6. By February 26, 2013, the Interim Director of Instruction will discuss with the VDOE Liaison the design of "look fors" citing best practices relative to use of the Department of Education's Resources to Support the SOL.
		Assigned to: Kelley Conaway
		Target Completion Date: 02/26/2013
		Comments: (updated 2/28/13) Kelley Conaway met with the Division Liaison on 2/27/13 to discuss the receipt of the "Look Fors" from each building administrator. A list of "Look Fors" has been received from each building administrator. The administrative team in each building will use the "Look Fors" when evaluating lesson plans and observing classrooms.
		7. By February 26, 2013, the Interim Director of Instruction and the Division Coordinator of Testing will discuss with the VDOE Liaison a progress report citing collaborative efforts to design or identify benchmark assessments aligned with the revised SOL.
		Assigned to: Marice Minor and Kelley Conaway
		Target Completion Date: 02/26/2013
		Comments: (updated 2/28/13) The Division Coordinator of Testing and the Interim Director of Instruction discussed purchasing a commercial test bank. A telephone conference was held with a vendor requesting an onsite demonstration. The vendor stated that he would have a telephone conference, but will not come onsite because the Division is currently in a 3-year contract with another vendor. Rather than continuing to investigate other vendors, a decision was made to use an in-house team to revise the local test bank and complete all benchmark tests during the Summer of 2013.

		8. Warned School The Franklin High School's School Leadership Team will schedule a follow-up meeting with UVA to review and provide feedback on the curriculum for the freshman seminar.
		Assigned to: Travis Felts
		Target Completion Date: 06/28/2013
		Comments: (updated 2/28/13) Kelley Conaway talked to Donna Carr by telephone on 2/27/13 to discuss meeting with the high school's School Leadership Team and Principal. Kelley directed Donna to contact the Mr. Felts, the Principal, directly to set dates for meeting and to copy her on all email correspondences.
Implement	Percent Task Complete:	1 of 8 (12%)

March 27, 2013

District Context and Support for School Improvement

Clarifying district-school expectations

Indicator	IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)		
Status	Tasks Completed: 0 of 3 (0%)		
	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Division indicator IC05 references school indicator IID11 for Warned and Focus schools. S. P. Morton Elementary School is the Focus school and Franklin High School is the Warned school.</p> <p>The development of FCPS curriculum guides are a joint project between the district and schools. Teams of teachers work with Division personnel to develop curricula using the State's SOL framework and blueprint to appropriately pace the curricula and cover all standards. English curricula are a work in progress at the high school. The curriculum guides have been revised and now are being reformatted, including a tight pacing.</p> <p>Walk-through forms have been developed to assist school administrators and Building Level Lead Teachers to monitor teachers' use of the district's curriculum and provide appropriate feedback. School administrators and Building Level Lead Teachers must meet a monthly quota of walk-throughs.</p> <p>Annually, Central Office and Building Level Lead Teachers provide training to ensure alignment of the written, taught, and tested curricula to all instructional staff new to Franklin.</p>	

		This process is repeated as needed or requested.	
Plan	Assigned to:	Kelley Conaway	
	Added:	01/14/2013	
	How it will look when fully met:	<p>The development of FCPS curriculum guides will continue to be a joint project between the district and schools. Teams of teachers will work with Division personnel to develop/revise curricula for all content areas using the State's SOL framework and blueprint to appropriately pace the curricula and cover all standards, including ample time for benchmark testing. As recommended by the Academic Review team, each curriculum guide will include appropriate resources aligned to text, text materials, or other resources suggested by the teacher. The FCPS curriculum guides will continue to be aligned to the district's benchmark tests. Benchmark tests will be revised to assess students' skills over more than one marking period. Cumulative benchmarks will assist instructional teams make decisions about curriculum and instructional plans to "red flag" students in need of intervention. The District's cohesive curriculum guides aligned with state standards will be used to help teachers develop pre- and post-tests.</p> <p>As stated in the current level description, walk-through data will be used to assist school administrators and Building Level Lead Teachers to monitor the implementation of unit pre- and post-tests. Informed by these tests, teachers can make decisions about the curriculum and instructional plans and "red flag" students in need of intervention.</p> <p>Building Level Lead Teachers will provide training to ensure alignment of the written, taught, and tested curricula to all instructional staff new to Franklin. This process will be ongoing as needed or requested as it presently exist.</p>	
	Target Date:	06/30/2015	
	Tasks:		
		1. The Interim Director of Instruction will work with the English 11 teacher at Franklin High to complete English curriculum guides by January 31, 2013. Any hours beyond the school day, the English teacher will be compensated at \$30.00/hour.	
		Assigned to:	Kelley Conaway
		Target Completion Date:	01/31/2013
		Comments:	Warned School The Interim Director of Instruction worked with the High School's English 11 teacher to work on English curricula. The project has not been completed.
		2. As recommended by the Academic Review team, all teachers will redline their curriculum guides to include text resources, text materials, or other resources aligned to the content. This will be an ongoing process throughout the 2012-2013 academic year as teachers use their curriculum guides. During the summer of 2013, the Interim Director of Instruction will be responsible for updating all curriculum guides to include the recommended aligned resources and adjust curriculum pacing to reflect time for benchmark testing.	
		Assigned to:	Kelley Conaway

		Target Completion Date:	08/15/2013
		Comments:	Focus and Warned Schools (updated 02/27/13)A recommendation from the January Division Leadership Team meeting, all Principals reminded their staff to continue to redline all curriculum documents.
	3. Beginning April 2013, content area and grade level teachers will work with the Division Director of Testing to develop cumulative benchmark tests that are aligned to the current Virginia Standards of Learning as well as to the FCPS curriculum guides. This project will be completed by May 15, 2014.		
		Assigned to:	Marice Minor
		Target Completion Date:	05/15/2014
		Comments:	Focus and Warned Schools
Implement	Percent Task Complete:		0 of 3 (0%)

March 27, 2013

Indicator	IC06 - The district provides the technology, training, and support to facilitate the school's data management needs. (33)		
Status	Tasks Completed: 1 of 5 (20%)		
	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Division indicator IC06 references school indicator TA01 for Warned and Focus schools. S. P. Morton Elementary School is the Focus school and Franklin High School is the Warned school.</p> <p>The district provides pre-service professional development where school staff analyze AMO, SOL, attendance, discipline, grade, and age data. During Division Leadership Team meetings, Principals analyze monthly walk-through data. All data are used to guide instruction in all schools. At the elementary and high schools, teachers assess and analyze user-friendly benchmark data immediately after on-line testing to adjust instruction to benefit the needs of the students. The district has purchased iStation at the elementary school to identify students who need interventions in Reading. Teachers analyze students' data weekly from iStations for progress monitoring. Currently, Franklin High School does not have a data-driven intervention program.</p>	
Plan	Assigned to:	Michelle Belle	
	Added:	01/13/2013	
	How it will look when fully met:	In addition to the current level of development, all math teachers at Franklin High School will be using a data-driven, state approved math intervention model for identifying students. Central Office and building administration will	

		monitor all curricula and instruction to determine areas of improvement or strategic efforts requiring additional resources. Learning Walks, in which a team of teachers, principals, and central office staff visit classrooms and then discuss observations, will be reinstituted to monitor the use of curriculum guides by teachers.
	Target Date:	06/13/2015
	Tasks:	
	1. Central Office will facilitate vendor led professional development to be conducted in August 2013, to instruct Franklin High School's math teachers on how to use and implement the new intervention model, as well as how to monitor students' progress.	
	Assigned to:	Kelley Conaway, Travis Felts, Jason Chandler
	Target Completion Date:	08/31/2013
	Comments:	Warned School
	2. By September 30, 2013, Central Office will support FHS math teachers in identifying 100% of all math students needing interventions using the new model. As appropriate, Central Office will provide on-site computer technical support.	
	Assigned to:	Travis Felts, Jason Chandler, Kelley Conaway, Mich
	Target Completion Date:	09/30/2013
	Comments:	Warned School
	3. Central Office instructional staff will use benchmark data to help analyze current curriculum guides for areas of improvement. As recommended by the Academic Review team, teachers will redline curriculum documents to include appropriate resources and/or references to the text or materials used with the text. The Interim Director of Instruction will be responsible for adjusting curriculum pacing to include ample time for benchmark testing. All curriculum guides will be published by September 03, 2013.	
	Assigned to:	Kelley Conaway
	Target Completion Date:	06/30/2013
	Comments:	Focus and Warned Schools (updated 2/11/13)Lead Teachers in each building have informed all teachers to redline their curriculum documents to include resources aligned to the standards. They are aware that the resources will be included in the curriculum documents next year. (updated 2/27/13)At the January Division Leadership Team meeting, all principals were asked to remind their staff to continue to redline all curriculum documents. Principals stated that they had completed this task.
	4. Michelle Belle will organize Learning Walks alternating between the second and third weeks of each month. Immediately following the Walks, the team will analyze the data collected and determine and facilitate implementation of any training that may be needed.	
	Assigned to:	Michelle Belle
	Target Completion Date:	06/30/2013
	Comments:	Warned and Focus Schools
	5. By March 11, 2013, the Special Education Director will contact T/TAC Old Dominion to conduct an on site training for Special Education teachers in the appropriate uses of assistive technology in order to provide students with disabilities with the necessary accommodations to meet their	

		individual needs.	
		Assigned to:	Roslyn Sliwa
		Target Completion Date:	03/11/2013
		Comments:	During a 2-hour session on March 11, the Old Dominion T/TAC team trained the Special Education staff of Franklin City Public Schools on the uses of assistive technology. The T/TAC team requested volunteers from the staff to build an assistive technology team for the division. Three teachers volunteered and they will be attending a follow-up training with T/TAC. This in-house team will be used to train other Franklin City Public Schools' staff in the appropriate use of technology. This team will build capacity in teachers in the appropriate uses of assistive technology to meet the needs of students with disabilities. By meeting their needs through assistive technology, the students in this gap group may show growth in their academic skill set.
		Task Completed:	03/11/2013
Implement	Percent Task Complete:		1 of 5 (20%)

March 27, 2013

Indicator	IC07 - Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)		
Status	Tasks Completed: 0 of 2 (0%)		
	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Division indicator IC07 references school indicator IF08 for Focus and Warned schools. S. P. Morton Elementary School is the Focus school and Franklin High School is the Warned school.</p> <p>Currently, division-led professional development is not differentiated to meet the needs of individual teachers, departments, or grade-levels. Division-led professional development is based on the area of most need throughout the division. Each school, however, is allotted funds to send teachers to trainings, workshops, and conferences based on school performance data. Central Office regularly monitors VDOE professional development opportunities (Superintendent's Memos, Teacher Direct, and VDOE e-mails) and asks building administration to recommend staff to attend appropriate trainings.</p>	
Plan	Assigned to:	Michelle Belle	
	Added:	01/14/2013	

	How it will look when fully met:	Continuing with current practices, each Warned and Focus school will be allotted funds to send teachers to trainings, workshops, and conferences based on school performance data. Central Office will monitor VDOE professional development opportunities and asks building administration to recommend staff to attend. Professional development will be built into the district's calendar.	
		As a new practice, district-wide professional development opportunities will be based on the needs of the individual teacher, various instructional departments, and/or groups of teachers' needs. District-wide professional development will be differentiated to fit the needs of all faculty and staff, including the use of teachers' self-assessments. Teachers, using the train-the-trainer model, and other highly qualified educators will be presenters in training sessions.	
	Target Date:	06/30/2015	
Tasks:			
		1. Teachers will be surveyed to determine instructional needs in the spring of each school year. Building administration will make recommendations of professional development needs based on teachers' self-assessments, walk-through data, formal classroom observations, and data from Datacation to the Interim Director of Instruction by the spring of each school year.	
		Assigned to:	Kelley Conaway
		Target Completion Date:	05/31/2015
		Comments:	Warned and Focus schools
		2. Using the results from the teachers' self-assessments, recommendations from the building administration, and observations from instructional personnel, professional development opportunities will be planned and a Division-wide professional development calendar will be developed by July 31, 2013. Gail Wade, Human Resources Director, and Kelley Conaway, Interim Director of Instruction, will be responsible for this task.	
		Assigned to:	Gail Wade and Kelley Conaway
		Target Completion Date:	07/31/2015
		Comments:	Warned and Focus schools
Implement	Percent Task Complete:	0 of 2 (0%)	

March 27, 2013

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)		
Status	Tasks Completed: 4 of 7 (57%)		
	Level of Development:	Initial: Limited Development 01/13/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Division indicator ID10 references school indicator ID10 for Warned and Focus schools. S. P. Morton Elementary is the Focus school and Franklin High School is the Warned school.</p> <p>School improvement and professional development needs are structured around a list of division developed non-negotiables. In monthly Division Team meetings, Triage data are analyzed and plans are developed for students who trigger in academics, attendance, and discipline. Progress is monitored for all students with all three triggers and recommendations to alter plans may be suggested. Professional development is provided to new staff, as well as existing staff as needed. A complex lesson plan template is in place which includes Bloom's Taxonomy, common instructional strategies, and differentiated groups. School administration monitors lesson plans and provides feedback as appropriate. Walk-through data are compiled, analyzed, and used to help improve instruction. A list of research-based common instructional strategies, with response to interventions, is required to be used in lesson plans daily with a variety of the strategies used weekly. In monthly Division Team meetings, school level data are used to develop next steps for each school. For the Focus school only, the implementation of the K-5 Reading framework is monitored by the Reading Specialist, Building Level Lead Teacher and school administrators.</p>	
Plan	Assigned to:	Kelley Conaway	
	Added:	01/14/2013	
	How it will look when fully met:	<p>Focus and Warned Schools: In monthly Division Team meetings, Triage data will be analyzed and plans will be developed for students who trigger in academics, attendance, and discipline. Progress for all students with all three triggers will be monitored and recommendations to alter plans will be suggested as appropriate. Differentiated professional development will be provided to all staff. A revised lesson plan template will be in place which includes Bloom's Taxonomy, common instructional strategies, and differentiated groups. School administration will continue to monitor lesson plans and provide feedback as appropriate. Walk-through data will be used to help improve instruction. In monthly Division Team meetings, school level data are used to develop next steps for each school. Central Office will continue to upload quarterly data (attendance, discipline, academic) in Datacation and School Leadership Teams, teachers, and administrators will use the data to analyze Proficiency GAP Groups 1, 2, and 3 and to develop intervention plans for those students and all students in tiers 2 and 3.</p>	
	Target Date:	06/30/2013	
	Tasks:		

		1. By January 31, 2013, building administration will recommend faculty to participate on a lesson plan revision committee.
		Assigned to: Jason Chandler, Ricky Wright, Jametha Ruffin
		Target Completion Date: 01/31/2013
		Comments: Focus and Warned Schools (updated 2/11/13) Each Principal emailed names of school representatives to service on the Lesson Plan Template Committee. The Committee has 24 representatives.
		Task Completed: 01/31/2013
		2. Division Leadership Team members will contact other school divisions for copies of lesson plan templates to be used to revise the district's current lesson plan template. The following school systems will be contacted by the people listed: Dr. Jane Baskerville-Henrico and Chesterfield; Travis Felts-Isle of Wight; Jason Chandler-Prince George, Mathews, Chesapeake, and Virginia Beach; and Jametha Ruffin-Suffolk. All templates will be sent to Roslyn Sliwa by January 31, 2013.
		Assigned to: Roslyn Sliwa
		Target Completion Date: 01/31/2013
		Comments: Focus and Warned Schools ((updated 2/11/13) Division Leadership Team Members emailed sample lesson plan templates to Kelley Conaway by the due date. Some of the sample templates were brought to the Committee meeting.
		Task Completed: 02/08/2013
		3. The FCPS Lesson Plan Committee will meet to generate ideas for a new lesson plan template at the Central Office on February 11, 2013 at 3:45 P.M.
		Assigned to: Kelley Conaway
		Target Completion Date: 02/11/2013
		Comments: Focus and Warned Schools The first Lesson Plan Template Committee was held on 02/07/2013 at JPK, Jr. Middle School in the library from 3:15 to 4:30. The next meeting is scheduled for 02/13/2013.
		Task Completed: 02/13/2013
		4. The Committee will develop electronic lesson plan templates to send out to faculty to pilot each template over a four-month period. The Committee will collect input from teachers and be prepared to present to the FCPS administration for a final decision by June 30, 2013. The revised electronic lesson plan template will go in effect August 2013.
		Assigned to: Jennifer Tindle
		Target Completion Date: 06/30/2013
		Comments: Focus and Warned Schools (updated 2/28/13) Several electronic lesson plan templates have been develop for all schools. Principals will train staff on the expectations for lesson plan content and teachers will provide feedback to be used for improving the templates. The published electronic templates will be effective August 2013.
		5. To prepare professional development opportunities for faculty and staff, teachers will be surveyed to determine instructional needs in the spring of each school year. Building administration will make recommendations of professional development needs based on needs

		assessment, walk-throughs, classroom observations, and data from DataCation by the spring of each school year.	
		Assigned to:	Kelley Conaway
		Target Completion Date:	05/31/2013
		Comments:	Focus and Warned Schools
		6. To assist with interventions for Proficiency GAP groups and tiers 2 and 3, building administration will receive training from Kelley Conaway and Marice Minor on how to use DataCation on or before February 12, 2013.	
		Assigned to:	Kelley Conaway, Marice Minor
		Target Completion Date:	02/12/2013
		Comments:	Focus and Warned Schools (updated 2/11/13) DataCation training was postponed to the March 7, 2013 Division Leadership Team Meeting. Dr. Marice Minor, Division Coordinator of Testing, had a scheduling conflict. She had a required training related to SOL testing. (updated 3/15/13) DataCation training was held on March 7, 2013 for the DLST. Students tiers are setup in DataCation.
		Task Completed:	03/07/2013
		7. DataCation data will be used to tier students. Intervention and monitoring plans will be developed quarterly for students in tiers 2 and 3 and students in Proficiency GAP groups 1, 2, and 3.	
		Assigned to:	Kelley Conaway, Marice Minor
		Target Completion Date:	06/30/2015
		Comments:	Focus and Warned Schools Dr. Marice Minor is in the process of placing students in the appropriate tiers in DataCation. (updated 3/15/13) On March 7, Dr. Marice Minor trained the DSLT on how to use quarterly data to show student growth or regression using DataCation. (updated 3/15/13) Based on the Early Reading Summary and the Advanced Reading Summary, iStation data from January to February showed students in grades K-4 at SPM (Focus) were decreasing in tiers 2 and 3 and moving into tier 1. Students in grade 5 showed an increase in tier 3, a decrease in tier 2 and an increase in tier 1. This grade level is still working on implementing the program with fidelity. This will be in place once labs are more readily available after the SOL writing test. At the middle school (priority school), data show that some students are ready to move from tier 2 to tier 1. Tier 3 is really large. Recommendations will be made to use the lessons in iStation for TAR instruction. Math benchmarks at this school had a slight dip. TAR instructional time will be used for tiered intervention. More students are entering tiers for math than exiting tiers.
Implement	Percent Task Complete:		4 of 7 (57%)

March 27, 2013

